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ABSTRACT

The Educational Testing Service is engaged in developing tests for teacher licensure, The Praxis Series: Professional Assessments for Beginning Teachers (TM). A central component of Praxis III: Classroom Performance Assessments is a set of proposed criteria that have been developed to assess the classroom performance of beginning teachers. The criteria are organized into four domains: (1) organizing content knowledge for student learning; (2) creating an environment for student learning; (3) teaching for student learning; and (4) teacher professionalism. This study, a follow-up to one by D. E. Powers in 1992, surveyed 678 teachers from all grade levels to obtain their perceptions of the importance of these criteria. The results support the previous findings that the aspects of teaching embodied in the criteria are important for the competent performance of beginning teachers. These two studies substantiate the relevance of the criteria for assessing beginning teacher performance. Nine tables present study findings. (Contains 19 references.) (Author/SLD)

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THE PRAXIS SERIES
Professional Assessments for Beginning Teachers™

Assessing the Classroom Performance of Beginning Teachers: Teachers' Judgments of Evaluation Criteria

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Assessing the Classroom Performance of Beginning Teachers: Teachers' Judgments of Evaluation Criteria

A central component of Praxis III: Classroom Performance Assessments is a set of proposed criteria that have been developed to assess the classroom performance of beginning teachers. This study surveyed 678 teachers from all grade levels to obtain their perceptions of the importance of these criteria. It was a follow-up of Powers (1992). The results support his finding that the aspects of teaching embodied in the criteria are important for the competent performance of beginning teachers. These two studies substantiate the relevance of the criteria for assessing beginning teacher classroom performance.

Educational Testing Service (ETS) is currently engaged in a large-scale development project related to teacher licensure, *The Praxis Series: Professional Assessments for Beginning Teachers™*. The intent of the project is to develop a new generation of assessments for the initial licensure or certification of teachers. It will incorporate advances in measurement and technology and result in tests for three phases of teacher development (Dwyer, 1988). Tests for the first phase, Praxis I: Academic Skills Assessments, will assess skills in reading, writing, and mathematics (Rosenfeld & Tannenbaum, 1991). Administration of this stage will likely occur during the sophomore year of college, before admission to a teacher education program. Praxis II: Subject Assessments, the second test series, will focus on candidates' knowledge of the subject matter they intend to teach, pedagogy specific to that subject matter, and general principles of learning and teaching. Praxis II will generally be administered at the completion of the teacher education program. Praxis III: Classroom Performance Assessments, is intended to measure actual teaching performance. It will ordinarily be administered during the first year of teaching.

The authors extend their thanks to Kathy Faira!l who managed the survey mailing and key entered all survey data. Our appreciation also goes to Cindy Hammell and Lorraine Carmosino for their assistance with the text of this report. Carol Dwyer, Lori Morris, and Don Powers provided helpful reviews of earlier drafts of the paper. We also thank the several hundred teachers who took time away from their busy schedules to participate in this study.

A central component of Praxis III is a set of proposed criteria that have been developed for the purpose of assessing the classroom performance of beginning teachers (Dwyer & Villegas, 1993; Educational Testing Service, 1991). In developing these criteria, several research-based activities were undertaken: job analysis studies (Rosenfeld, Freeberg, & Bukatko, 1992; Rosenfeld, Reynolds, & Bukatko, 1992; Rosenfeld, Wilder, & Bukatko, 1992), a review and synthesis of relevant literature (Reynolds, 1992), consideration of state licensing requirements, professional association recommendations, and prevailing performance assessment practices (Klem, 1990; Wesley, Klem, & Reynolds, 1992), and consultation with many teachers, teacher educators, state and local administrators, and other education officials. From these activities an initial set of criteria was developed. Subsequently, the criteria underwent revisions and refinements based on data from field tryouts and input from many education professionals.

To provide a check on the suitability of the proposed criteria, additional practicing professionals were asked to provide independent ratings of the importance of each criterion (Powers, 1992). In this study, two mail surveys of practicing educators were conducted. As the criteria were evolving during this time, a different version was used on each of the two occasions. In the first survey, the version consisted of 21 criteria organized into four major teaching domains: *using content knowledge; teaching for student learning, creating an environment for student learning*, and *teacher professionalism*. This survey was sent to 150 educators who had been selected

to participate in a validation study of Praxis I (Educational Testing Service, 1992).

In the second survey, the criteria had been reduced in number to 19 and organized, again, into four major areas, three of which were the same as the earlier set. The area that differed was labeled *organizing content knowledge for student learning*, rather than *using content knowledge*. This survey was sent to 249 educators who had been selected to participate in a validation study of Praxis II (Educational Testing Service, 1992).

The results of both surveys indicated that the proposed criteria were important for assessing the classroom performance of beginning teachers. Powers assessed perceptions across several classifications of educators and found agreement by ethnicity, instructional level, years of teaching experience, subject area, and orientation to teaching.

The criteria have undergone some slight refinement since Powers' (1992) study, but are now considered to be in final or near-final form. The four overall domains remain unchanged from his second survey. Prior to large-scale implementation, a third survey of the criteria seemed warranted due to the significance of their intended use. In this study, we attempted to assess their importance by collecting input from a large national sample of practicing teachers. The purpose of this paper is to describe the study and its results.

Method

The Survey

A survey approach was again selected in the present study so as to collect data from a large number of teachers in a relatively efficient and cost-effective manner. The current version of the criteria were first transformed into a survey format. In the survey, the criteria were referred to as *interrelated aspects of teaching*. This wording was chosen so as to convey the fact that classroom teaching is an integrated and interrelated set of activities.

As previously mentioned, the focus of Praxis III is the classroom performance of beginning teachers. To assure a common frame of reference for all respondents, the beginning teacher was defined in the survey as *one who has completed no more than one year of full-time teaching*. The definition is consistent with the proposed administration period for Praxis III.

In the survey, participants were asked to rate the importance of each criterion/aspect using the following rating scale:

> IMPORTANCE: For the subjects that you teach, how important is this aspect of teaching for the competent beginning teacher? *By beginning teacher we mean one who has completed no more than one year of full-time teaching.*
>
> 0 A beginning teacher would not be expected to have mastered this aspect
> 1 Not important
> 2 Slightly important
> 3 Moderately important
> 4 Very important
> 5 Extremely important

The numeric points and their verbal descriptions on the scale above are consistent with those used during the job analysis studies for Praxis III (Rosenfeld, Freeberg, & Bukatko, 1992; Rosenfeld, Reynolds, & Bukatko, 1992; Rosenfeld, Wilder, & Bukatko, 1992), but differ slightly from those used by Powers. His scale consisted of 5 points with the following verbal anchors: 0 = not important, 1 = slightly important, 2 = moderately important, 3 = important, and 4 = very important.

To provide the participants with an adequate context for their ratings, brief descriptions of the four domains were provided. The following are the descriptions used for each domain.

> **Domain A. Organizing Content Knowledge for Student Learning**
>
> Knowledge of the content to be taught underlies all aspects of good instruction. Domain A focuses on how teachers use their understanding of students and subject matter to decide on learning goals; to design or select appropriate activities and instructional materials; to sequence instruction in ways that will help students to meet short- and long-term curricular goals; and to design or select informative evaluation strategies. All of these processes, beginning with the learning goals, must be aligned with each other, and, because of the diverse needs represented in any class, each of the processes mentioned must be carried out in ways that take into account the variety of knowledge and experiences that students bring to class. Therefore, knowledge of relevant information about the students themselves is an integral part of this domain.
>
> Domain A is concerned with how the teacher thinks about the content to be taught. This thinking is evident in how the

teacher organizes instruction for the benefit of her or his students.

Domain B: Creating an Environment for Student Learning

Domain B relates to the social and emotional components of learning as prerequisites to academic achievement. Thus, most of the criteria in this domain focus on the human interactions in the classroom, on the connections between teachers and students, and among students. Domain B addresses issues of fairness and rapport, of helping students to believe that they can learn and can meet challenges, and of establishing and maintaining constructive standards for behavior in the classroom. It also includes the learning "environment" in the most literal sense -- the physical setting in which teaching and learning take place.

Domain C: Teaching for Student Learning

This domain focuses on the act of teaching and its overall goal: helping students to connect with the content. As used here, "content" refers to the subject matter of a discipline and may include knowledge, skills, perceptions and values in any domain: cognitive, social, artistic, physical, and so on. Teachers direct students in the process of establishing individual connections with the content, thereby devising a good "fit" for the content within the framework of the students' knowledge, interests, abilities, cultural backgrounds and personal backgrounds. At the same time, teachers should help students to move beyond the limits of their current knowledge or understanding. Teachers monitor learning, making certain that students assimilate information accurately and that they understand and can apply what they have learned. Teachers must also be sure that students understand what is expected of them procedurally during the lesson and that class time is used to good purpose.

Domain D: Teacher Professionalism

Teachers must be able to evaluate their own instructional effectiveness in order to plan specific future lessons for particular classes and to improve their teaching over time. They should be able to discuss the degree to which different aspects of a lesson were successful in terms of instructional approaches, student responses, and learning outcomes. Teachers should be able to explain how they will proceed to work toward learning for all students. The professional responsibilities of all teachers, including beginning teachers, also include sharing appropriate information with other professionals and with families in ways that support the learning of diverse student populations.

In addition to rating the 19 aspects of teaching, or criteria, survey participants were asked to answer ten questions concerning their demographic and professional backgrounds (e.g., age, gender, race/ethnicity, years of teaching experience, school level, subject matter taught). Such questions were included so that we could describe the composition of the survey respondent group and conduct analyses of the survey responses by subgroups (e.g., elementary, middle, and secondary school teachers; males and females).

Survey Participants

The total sample for this study consisted of 1530 teachers. The sample was constructed so that 10 elementary, 10 middle, and 10 secondary school teachers were randomly selected from each state and the District of Columbia. Market Data Retrieval, an educational mailing list company, constructed the sample and supplied the names and addresses.

Survey Administration

The surveys were mailed to the sample in January 1993. Each survey was accompanied by a cover letter explaining the significance of the study and a postage-paid envelope for the survey's return. A reminder postcard was mailed to all members of the sample one week after the survey mailing.

The purpose of the survey administration was to identify those criteria that relatively large numbers of teachers judge to be important for beginning teachers. This objective was accomplished through an analysis of the importance ratings provided by the respondents overall and by relevant respondent subgroups as defined by the demographic variables in the survey (e.g., gender, race/ethnicity, years of teaching experience, subject matter taught). Criteria judged to be important by the respondents overall and by the respondent subgroups may be considered for inclusion in the Praxis III assessment. In the Praxis III job analysis studies, the researchers used a mean rating cut-point of 3.50 (the midpoint between moderately important [scale value 3] and very important [scale value 4]) to identify the potential content domain for the assessment. This study will also use 3.50 as its cut-point.

Results

Response Rate

Of the 1530 surveys mailed, 678 (44.3%) were completed and returned. This rate of return is typical of other similar survey studies conducted to date for The Praxis Series (e.g., Reynolds, Tannenbaum, & Rosenfeld, 1992; Wesley & Rosenfeld, 1993).

Demographic Characteristics

The responses to the demographic questions in the inventory were analyzed in order to describe the composition of the respondent group. The results of these analyses are summarized in Table 1. The survey respondents tended to be 35 years old or older (79.6%), White (88.3%), and have more than five years of teaching experience (85.5%). More of the respondents were female than were male (71.5% to 26.7%). More respondents came from rural school districts (40.0%) than from either suburban (34.7%) or urban districts (22.6%). The respondent sample demonstrated near equal geographic distribution (i.e., Northeast: 20.6%; Central: 26.3%; South: 25.4%; Far West 23.3%). In terms of grade level being taught, there was a relatively equal distribution across elementary (25.5%), middle (33.8%), and secondary (29.6%) levels. The 5.2% of the respondents who reported teaching K-12 likely caused the percentage reporting elementary to be lower than expected. Lastly, the respondents showed a fairly good distribution on the item concerning subject matter taught. Although many (23.5%) respondents indicated *all or most school subjects at my grade level*, several other options were frequently selected (e.g., *language arts/communications, mathematics, special education, physical/biological/chemical sciences, visual arts/music/theater/dance*).

The results of survey studies such as this one are obviously a function of the people who respond. Thus, differences between the survey respondents and the population from which the sample was drawn will limit the generalizability of the results. In this study, however, the demographic composition of the survey respondents appears to be fairly representative of the teaching profession at large (cf. Feistritzer, 1986).

Analysis of Importance Ratings

Several analyses were conducted to assess the importance of the proposed performance assessment criteria for the beginning teacher. First, the overall mean rating and its standard deviation were determined for each criterion. The results of this analysis are provided in Table 2. Also in Table 2 are the percentage of respondents for each rating scale point. For example, 3.3% of the respondents judged that a beginning teacher would not be expected to have mastered aspect A1 (0 rating).

The mean analysis above is used to determine the level (absolute value) of importance attributed to the knowledge statements. Means were also computed for various subgroups of respondents (grades currently teaching, gender, race/ethnicity, geographic region, teaching experience, school district location, and subject matter taught). Analyses on gender and race/ethnicity subgroups were included because they represent protected "classes" under Title VII of the Civil Rights Act of 1964. An analysis of importance ratings by geographic region is consistent with the recent legal emphasis on addressing regional job variability in job analyses (Kuehn, Stallings, & Holland, 1990). Further, because the criteria are intended to be used nationally it is appropriate to assess regional variability. We used the four regional categorizations established by the National Association of State Directors of Teacher Education and Certification (NASDTEC) in this analysis: Northeast, Central, South, and Far West. For teaching experience, we used a dichotomous breakdown at the 5-year point so that the judgments of less experienced teachers and more experienced teachers could be represented and compared. School district location (urban, suburban, or rural) was included because it is another variable that might lead to differing job perceptions. Finally, because the criteria are intended to be applicable across subject areas, analyses were conducted based on respondents' subject matter areas. These analyses were done to assess whether subject taught has any bearing on importance ratings.

A respondent category was required to have at least 30 respondents to be included in the subgroup analyses (e.g., $\geq$ 30 females, $\geq$ 30 science teachers). This is a necessary condition to ensure that the mean value based upon the sample of respondents is a reasonable estimate

of the corresponding population mean value (Walpole, 1974).

In the subgroup analyses, criterion means were calculated as were the percentage of respondents indicating that the aspect was either *very important* or *extremely important*. Results of these analyses are summarized for grades currently teaching (Table 3), gender and race/ethnicity (Table 4), years of teaching experience (Table 5), geographic region (Table 6), school district location (Table 7), and subject matter taught (Table 8).

Tests to assess significant differences in subgroup ratings were not conducted for this study. The relatively large Ns of some subgroups would cause even small differences in mean ratings (e.g., 0.1) to be statistically significant. Rather, we applied a common rubric across all subgroup breakdowns of .25 SD units from the total mean. That is, all subgroup mean ratings that vary from the mean rating for the total respondents by at least .25 SD units are noted in the text. We also applied a common rubric to the subgroup results with regard to the *very important* and *extremely important* percentages. In this instance, subgroup percentages that vary from the percentage for the total sample by more than 10% are noted.

Rather than discussing the data in each individual table, it seems more appropriate to organize the findings around the teaching domains and their criterion statements. This approach is taken in the following paragraphs, drawing data from both the overall and the subgroup findings.

General Findings

In general, the criteria in the survey received high ratings of importance from the survey respondents. On the 0-5 scale, the average rating across the 19 criteria was 4.13. Recall that 4 on the scale is associated with *very important*. In the present study, all 19 criteria yielded mean importance ratings above the 3.50 cut-point for the total group of respondents (Table 2). The range of mean ratings was 3.55 to 4.58. The average percent of respondents who marked 0 (*a beginning teacher would not be expected to have mastered this aspect*) for the criteria was only 1.7% with a range of 0.2% to 4.6%. Similarly, the average percent who responded 1 (*the aspect is not important for the beginning teacher*) was only 0.3% with a range of 0.0 to 1.1%. In contrast, the average percent who marked 4 (*the aspect is very important for the beginning teacher*) was 40.6% (range: 25.2 to 48.5%), while the corresponding number for those who marked 5 (*the aspect is extremely important for the beginning teacher*) was 40.2% (range: 16.2 to 69.0%). Thus, the criteria, overall, were judged by the sample to be important for beginning teachers. A direct comparison with Powers' (1992) results is not possible because of the aforementioned differences in rating scales, criteria, and survey sample composition. Nevertheless, both studies indicate that education professionals view the proposed criteria as being important for beginning teachers.

Domain A: Organizing Content Knowledge for Student Learning

All five criterion statements in Domain A received relatively high ratings overall. A majority of respondents rated each statement as being either *very important* or *extremely important*. In spite of the overall endorsement, one criterion, A1 (*becoming familiar with relevant aspects of students' background knowledge and experiences*), received the lowest overall ratings in the survey (mean = 3.55). An analysis of the subgroup data is informative here. The ratings for A1 were lower for science and social science teachers (Table 8). This is somewhat consistent with findings by Porter and Brophy (1987) which suggest that teachers of secondary level science and mathematics tend to express less personal responsibility for their students' learning than do other teachers. At the same time, ratings for A1 were higher for People of Color (Table 4) and special education teachers (Table 8).

The remaining criteria in Domain A received somewhat higher overall ratings than A1. The mean for each is near 4.0, *very important*. Criterion A2, *articulating clear learning goals for the lesson that are appropriate for the students*, received an overall mean rating of 4.28 and 87% of the respondents rated it as either *very* or *extremely important*. Two subgroups, math and special education teachers, gave average ratings that were lower than the total sample (Table 8).

Nevertheless, both groups rated A2 quite high -- 4.11 (math), 4.07 (special education). Consequently, there is relatively little impact on the overall decision about this criterion's importance and inclusion in the assessment.

Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future, criterion A3, had a mean rating of 3.93 by the total group and 74% rated it at least *very important*. K-12 teachers rated it more than .25 SD units higher than the total group.

For criterion A4, *creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson*, teachers of math and social sciences gave lower importance ratings than other teacher subgroups. The overall results for A4 were: mean = 4.29 and 87% *very* or *extremely important*.

Criterion A5, *creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson*, yielded a mean rating of 4.06 by the total group of survey respondents. Only math teachers gave A5 lower ratings on average (3.80).

Domain B: Creating an Environment for Student Learning

Overall, the criteria in Domain B were rated very highly by the respondents. In fact, the average mean rating for the five criteria was 4.33. Even the lowest rated criterion in the section, B3 (*communicating challenging learning expectations to each student*), was rated at least *very important* by 74% of the total respondents.

Criterion B1, *creating a climate that promotes fairness*, received an overall mean rating of 4.47. The various subgroups tended to rate this criterion similarly. Only teachers of health/physical education rated it outside our .25 SD rubric (mean = 4.16).

Establishing and maintaining rapport with students, criterion B2, was rated higher by K-12 teachers (94% versus 84% *very* or *extremely important* for the total group). In contrast, social science teachers rated B2 somewhat lower than the total group of respondents (3.98, 73% versus 4.22, 84%).

Criterion B3, *communicating challenging learning expectations to each student*, received a mean rating from the total group of 3.95. It was rated higher by K-12 teachers (4.21) and lower by teachers of math (3.66) and social sciences (3.60).

Establishing and maintaining consistent standards of classroom behavior, criterion B4, received the highest average ratings in the survey (4.58). Sixty-nine percent of the respondents rated it as *extremely important*, while only 6% gave ratings less than *very important*. The subgroups gave similar ratings of importance to B4. In fact, none of the subgroups fell outside either the mean or percentage rubric.

The final criterion in this domain (B5), *making the physical environment as safe and conducive to learning as possible*, was also rated high in importance by the total group of respondents (4.45, 91%). K-12 teachers, who, as a group, rated many of the 19 criteria high, gave B5 their highest ratings overall (4.76, 97%).

Domain C: Teaching for Student Learning

Overall, Domain C with an average mean rating on its five criteria of 4.23 was the second highest rated domain. Criterion C1, *making learning goals and instructional procedures clear to students*, received an average importance rating of 4.25 and 85% of the respondents gave ratings of at least *very important*. As with several of the previous criteria, K-12 teachers gave higher ratings (mean =4.52) to C1 than teachers from other grade levels. Also, People of Color gave higher ratings to C1 (4.56, 95%). Lastly, teachers of visual arts, music, and dance rated this criterion either *very* or *extremely important* more frequently (95%) than did the total group of respondents. In contrast, males and teachers of mathematics, health/physical education, and social sciences gave lower ratings to C1 than did the total respondent group (Tables 4 and 8). Nevertheless, only the math teachers produced an average rating below 4.00, *very important* (math teachers' mean = 3.93).

Making content comprehensible to students, criterion C2, was the second highest rated aspect overall in the survey (4.54, 95%). The different subgroups tended to uniformly rate this criterion high. Social science and health/physical education teachers did, however, rate it somewhat lower than the total group. Nevertheless, their average ratings was well above 4.00 (4.18 for social science teachers and 4.39 for health/physical education teachers).

Criterion C3, *encouraging students to extend their thinking*, had an average rating of 4.12 with 80% of the respondents reporting that it was at least *very important*. Its highest ratings overall came from K-12 teachers (4.42). As with the other criteria in this domain, social science teachers gave lower ratings (3.88, 65%). C3 was also the single aspect in the survey that males rated somewhat higher than females (4.22 versus 4.08). The results for males, however, do not exceed either of our rubrics in comparison to the total sample.

The fourth criterion in this domain, *monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands*, received an average rating of 4.05 and 82% of the respondents rated it either *very* or *extremely important*. Like 3 of the other criteria in this domain, the K-12 teacher subgroup rated this aspect high (4.36, 94%). Special education teachers also rated C4 quite high (mean=4.47), while social science and math teachers rated it much lower (3.55 and 3.75, respectively).

Using instructional time effectively, criterion C5, had an average rating of 4.20 with 86% of the respondents rating either *very* or *extremely important*. Once again, K-12 teachers rated this aspect relatively high (4.56, 97%), while teachers of social sciences gave it a relatively low mean rating of 3.98.

Domain D: Teacher Professionalism

Consistent with the results in the prior three domains, the criteria in Domain D were rated high in importance by the survey respondents. The mean ratings for the four criteria ranged from 3.69 to 4.16. Criterion D1, *reflecting on the extent to which the learning goals were met*, received a mean importance rating of 3.92 and 73% of the respondents gave ratings of *very* or *extremely important*. Among the respondent subgroups, higher ratings came from K-12 teachers (4.15), while lower ratings came from males (3.79, 62%). Teachers of social sciences gave this aspect, as well as the remaining three aspects in the teacher professionalism domain, lower ratings (3.55, 58%).

While *demonstrating a sense of efficacy*, criterion D2, received the second lowest mean rating in the survey (3.69), 66% of the respondents still rated it as being *very important* or *extremely important* for the beginning teacher. Relative to the total group, K-12 teachers gave higher ratings (4.09, 88%). The social science teachers gave an average rating of 3.43, which is both outside the .25 SD rubric and below the 3.50 cut-point.

Criterion D3, *building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students*, yielded a mean importance rating for all respondents of 3.81 and 68% gave ratings of either *very* or *extremely important*. Again, K-12 teachers rated this criterion high (4.24, 91%), while social science teachers rated it low (3.43, 45%). In addition to the K-12 teachers, People of Color and health/physical education teachers rated D3 high, exceeding the percentage rubric (78% and 80%, respectively).

The final criterion, *communicating with parents or guardians about student learning* (D4), obtained the highest mean rating in domain D (4.16) and 82% of the respondents gave it a rating of at least *very important*. Higher ratings came from K-12 teachers (4.48, 91%) vis-à-vis secondary teachers (3.94, 71%). People of Color and teachers who reported teaching *all or most subjects* also gave D4 higher mean ratings (4.42 for both subgroups) In contrast, teachers of math and the social sciences gave low ratings relative to the total group (4.00/70% and 3.80/70%, respectively).

Correlations

Correlations of the profiles of the mean importance ratings were computed across the subgroups of respondents. This analysis determines the extent of relative agreement among the respondent subgroups on the importance of the proposed criteria. Relative

agreement refers to the similarity of the pattern of mean ratings generated by the different respondent groups. For example, the profile of the 19 mean ratings for elementary school teachers can be correlated with the profile of the 19 mean ratings for middle school teachers. If these two profiles are similar (the shapes of the profiles are complementary), the value of the correlation coefficient will be close to 1.00.

The results of the correlation analyses are provided in Table 9. Note that the majority of correlations are in the .80s and .90s, indicating a high level of relative agreement among the subgroups. In fact, the only correlations that are below .80 are those involving special education teachers. This finding is consistent with results of the job analyses conducted for Praxis III ((Rosenfeld, Freeberg, & Bukatko, 1992; Rosenfeld, Reynolds, & Bukatko, 1992; Rosenfeld, Wilder, & Bukatko, 1992), and is not surprising given the differences in students, curricula, and work settings for special education teachers.

Summary and Discussion

Nineteen classroom performance evaluation criteria were evaluated by a large sample of practicing teachers (N=678). The study was a follow-up to work conducted by Powers (1992) that assessed preliminary versions of the criteria. In both studies, teachers were asked to rate the importance of these criteria for the beginning teacher.

The results of the present study support Powers' finding that the proposed criteria are important for beginning teachers. Each of the 19 criteria was judged by a majority of respondents to be important. Further, the total group mean rating of each criterion was above the previously used 3.50 cut-point for inclusion. When the data were analyzed for different subgroups of respondents, no criterion was given a particularly low mean rating (i.e., below *moderately important*). In fact, only one criterion (A1) received a mean rating below the 3.50 cut-point from more than one subgroup. There was considerable agreement across grade level, gender, race/ethnicity, years of teaching, school district and geographic location, and all subject areas, excluding special education, on the relative importance of these criteria as shown by the correlation results. Also, note that none of the subgroup results for years of teaching, geographic location, and school district location exceeded the two rubrics used to indicate subgroup differences in this study. Taken as a whole, the results of the present study provide ample support for the inclusion of the entire proposed criterion set in Praxis III: Classroom Performance Assessments.

While we noted a few areas of differing opinion in the subgroup analyses, the development and content of the assessment instrument is unaffected. We did not find a substantial number of subgroup differences for any individual criterion and the differences that were noted were not of the nature that one subgroup rated an aspect important while a second subgroup rated it as unimportant. In all cases, subgroups rated the criteria well over the midpoint of the scale (*moderately important*). Further, the correlational analyses indicated high relative agreement across the subgroups. In summary, the present study, as well as Powers (1992), substantiates the relevance of the proposed criteria for the assessment of beginning teacher classroom performance. These results should be included in the Praxis III research base and interpreted within the context of prior findings.

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Table 1
Demographic Characteristics of Respondents

	Number	Percent
AGE		
Under 25	11	1.6
25-34	117	17.3
35-44	243	35.8
45-54	227	33.5
55-64	66	9.7
65 and over	4	0.6
No response	10	1.5
GENDER		
Female	485	71.5
Male	181	26.7
No response	12	1.7
RACE/ETHNICITY		
American Indian, Native American, Inuit, or Aleut	4	0.6
Black or African American	26	3.8
Mexican American or Chicano	3	0.4
Oriental or Asian American	8	1.2
Puerto Rican	1	0.1
Other Hispanic or Latin American	7	1.0
White	599	88.3
Other	11	1.6
No response	19	2.8
CURRENT EMPLOYMENT STATUS		
Regular Teacher (not a substitute)	634	93.5
Temporary Substitute	0	0.0
Permanent Substitute	3	0.4
Other	26	3.8
No response	15	2.2

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	Number	Percent
HIGHEST EDUCATIONAL ATTAINMENT		
Less than Bachelors	1	0.1
Bachelors	32	4.7
Bachelors + Credits	277	40.9
Masters	87	12.8
Masters + Credits	261	38.5
Doctorate	7	1.0
No response	13	1.9
TEACHING EXPERIENCE		
Less than 1 year	6	0.9
1-2 years	17	2.5
3-5 years	64	9.4
6-10 years	96	14.2
11-15 years	105	15.5
16-20 years	136	20.1
21 or more years	242	35.7
No response	12	1.8
GRADES CURRENTLY TEACHING		
K - 12	35	5.2
Elementary School	173	25.5
Middle School	229	33.8
Secondary School	201	29.6
Other	23	3.4
No response	17	2.5
SCHOOL DISTRICT LOCATION		
Urban	153	22.6
Suburban	235	34.7
Rural	271	40.0
No response	19	2.8
GEOGRAPHIC REGION		
Northeast	140	20.6
Central	178	26.3
South	172	25.4
Far West	158	23.3
No response	30	4.4

	Number	Percent
SUBJECT MATTER TAUGHT		
All or most school subjects at my grade level	159	23.5
Business	13	1.9
Computer sience	9	1.3
English as a second language	1	0.1
Foreign language	20	2.9
Health/physical education	31	4.6
Home economics	11	1.6
Language arts/communications	81	11.9
Mathematics	72	10.6
Physical/biological/chemical sciences	51	7.5
Social sciences	40	5.9
Special education	58	8.6
Visual arts/music/theater/dance	41	6.0
Vocational education	14	2.1
Other	50	7.4
No response	27	4.0

Table 2
Importance Rating Distributions for all Respondents

Aspects		Mean	SD	%0	%1	%2	%3	%4	%5
Organizing Content Knowledge for Student Learning									
A1	Becoming familiar with relevant aspects of students' background knowledge and experiences	3.55	1.09	3.3	1.1	7.5	30.0	42.0	16.2
A2	Articulating clear learning goals for the lesson that are appropriate for the students	4.28	0.79	0.3	0.6	1.2	11.2	42.5	44.2
A3	Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future	3.93	1.00	1.9	0.6	3.6	19.9	44.7	29.3
A4	Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson	4.29	0.96	2.4	0.0	0.5	10.3	37.2	49.7
A5	Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson	4.06	0.96	2.1	0.0	2.1	16.3	44.7	34.8
Creating an Environment for Student Learning									
B1	Creating a climate that promotes fairness	4.47	0.77	0.5	0.3	0.5	9.4	29.8	59.6
B2	Establishing and maintaining rapport with students	4.22	0.85	0.8	0.3	1.8	12.7	42.2	42.2
B3	Communicating challenging learning expectations to each student	3.95	1.05	3.0	0.3	2.0	20.7	41.8	32.3
B4	Establishing and maintaining consistent standards of classroom behavior	4.58	0.80	1.3	0.3	0.3	3.9	25.2	69.0
B5	Making the physical environment as safe and conducive to learning as possible	4.45	0.70	0.2	0.0	0.9	8.2	34.7	56.0
Teaching for Student Learning									
C1	Making learning goals and instructional procedures clear to students	4.25	0.83	0.6	0.2	1.8	12.7	40.8	44.0
C2	Making content comprehensible to students	4.54	0.62	0.2	0.0	0.3	4.3	36.1	59.1
C3	Encouraging students to extend their thinking	4.12	0.96	1.8	0.2	2.0	16.2	40.7	39.2
C4	Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands	4.05	1.14	4.6	0.0	1.6	11.8	43.4	38.5
C5	Using instructional time effectively	4.20	0.90	1.9	0.2	0.5	11.1	45.9	40.5
Teacher Professionalism									
D1	Reflecting on the extent to which the learning goals were met	3.92	0.87	0.8	0.8	2.6	23.1	47.8	25.0
D2	Demonstrating a sense of efficacy	3.69	1.03	3.3	0.5	3.7	26.6	48.5	17.5
D3	Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students	3.81	1.09	3.4	0.8	2.3	25.3	41.8	26.5
D4	Communicating with parents or guardians about student learning	4.16	0.86	0.8	0.2	2.0	15.6	42.1	39.4

%0 Percent responding that a beginning teacher would not be expected to have mastered the aspect
%1 Percent responding that the aspect was not important for the beginning teacher
%2 Percent responding that the aspect was slightly important for the beginning teacher
%3 Percent responding that the aspect was moderately important for the beginning teacher
%4 Percent responding that the aspect was very important for the beginning teacher
%5 Percent responding that the aspect was extremely important for the beginning teacher

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Table 3
Mean Importance Ratings and Percent Responding Very Important or Extremely Important
by Grades Currently Teaching

	Aspects	Total		K - 12		Elementary		Middle		Secondary	
		Mean	%	Mean	%	Mean	%	Mean	%	Mean	%
Organizing Content Knowledge for Student Learning											
A1	Becoming familiar with relevant aspects of students' background knowledge and experiences	3.55	58	3.76	65	3.65	63	3.59	61	3.37	51
A2	Articulating clear learning goals for the lesson that are appropriate for the students	4.28	87	4.35	91	4.24	84	4.27	87	4.26	86
A3	Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future	3.93	74	4.27	88	3.94	76	3.91	71	3.92	75
A4	Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson	4.29	87	4.35	91	4.39	91	4.31	86	4.16	83
A5	Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson	4.06	80	4.18	88	4.07	76	4.03	79	4.06	81
Creating an Environment for Student Learning											
B1	Creating a climate that promotes fairness	4.47	89	4.53	97	4.44	88	4.45	89	4.47	89
B2	Establishing and maintaining rapport with students	4.22	84	4.41	94	4.40	90	4.16	82	4.09	80
B3	Communicating challenging learning expectations to each student	3.95	74	4.21	88	3.97	75	3.96	74	3.88	71
B4	Establishing and maintaining consistent standards of classroom behavior	4.58	94	4.71	100	4.62	96	4.58	93	4.54	94
B5	Making the physical environment as safe and conducive to learning as possible	4.45	91	4.76	97	4.48	92	4.48	92	4.36	86
Teaching for Student Learning											
C1	Making learning goals and instructional procedures clear to students	4.25	85	4.52	97	4.26	85	4.22	82	4.20	85
C2	Making content comprehensible to students	4.54	95	4.48	97	4.51	97	4.56	94	4.55	94
C3	Encouraging students to extend their thinking	4.12	80	4.42	88	4.03	76	4.16	83	4.08	78
C4	Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands	4.05	82	4.36	94	4.15	85	4.11	81	3.85	78
C5	Using instructional time effectively	4.20	86	4.56	97	4.20	87	4.22	85	4.15	86
Teacher Professionalism											
D1	Reflecting on the extent to which the learning goals were met	3.92	73	4.15	79	3.99	75	3.86	71	3.85	71
D2	Demonstrating a sense of efficacy	3.69	66	4.09	88	3.74	70	3.65	63	3.58	60
D3	Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students	3.81	68	4.24	91	3.85	69	3.82	68	3.69	63
D4	Communicating with parents or guardians about student learning	4.16	82	4.48	91	4.33	87	4.23	85	3.94	71

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Table 4
Mean Importance Ratings and Percent Responding Very Important or Extremely Important
by Gender and Race/Ethnicity

		Total		Gender				Race/Ethnicity			
				Female		Male		People of Color		White	
	Aspects	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%
Organizing Content Knowledge for Student Learning											
A1	Becoming familiar with relevant aspects of students' background knowledge and experiences	3.55	58	3.64	62	3.31	49	3.95	76	3.50	56
A2	Articulating clear learning goals for the lesson that are appropriate for the students	4.28	87	4.33	89	4.15	81	4.34	90	4.27	87
A3	Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future	3.93	74	4.00	77	3.72	66	4.14	81	3.90	73
A4	Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson	4.29	87	4.34	89	4.15	83	4.28	90	4.29	87
A5	Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson	4.06	80	4.10	81	3.95	76	4.00	78	4.06	80
Creating an Environment for Student Learning											
B1	Creating a climate that promotes fairness	4.47	89	4.50	91	4.37	86	4.61	91	4.44	89
B2	Establishing and maintaining rapport with students	4.22	84	4.28	86	4.06	79	4.30	82	4.20	84
B3	Communicating challenging learning expectations to each student	3.95	74	3.97	75	3.90	72	4.12	82	3.92	73
B4	Establishing and maintaining consistent standards of classroom behavior	4.58	94	4.58	95	4.59	93	4.44	89	4.60	95
B5	Making the physical environment as safe and conducive to learning as possible	4.45	91	4.49	91	4.37	90	4.47	93	4.45	90
Teaching for Student Learning											
C1	Making learning goals and instructional procedures clear to students	4.25	85	4.32	89	4.06	75	4.56	95	4.22	84
C2	Making content comprehensible to students	4.54	95	4.58	96	4.42	92	4.53	95	4.54	95
C3	Encouraging students to extend their thinking	4.12	80	4.08	79	4.22	82	4.23	86	4.10	79
C4	Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands	4.05	82	4.08	84	3.96	76	4.12	86	4.03	81
C5	Using instructional time effectively	4.20	86	4.24	88	4.09	83	4.30	88	4.19	86
Teacher Professionalism											
D1	Reflecting on the extent to which the learning goals were met	3.92	73	4.00	77	3.70	62	3.97	79	3.91	72
D2	Demonstrating a sense of efficacy	3.69	66	3.74	69	3.56	57	3.82	69	3.68	66
D3	Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students	3.81	68	3.88	71	3.61	61	3.92	78	3.79	67
D4	Communicating with parents or guardians about student learning	4.16	82	4.22	83	4.03	77	4.42	88	4.14	81

Table 5
Mean Importance Ratings and Percent Responding Very Important or Extremely Important
by Years of Teaching Experience

	Aspects	Total		Five Years or Less		More than Five Years	
		Mean	%	Mean	%	Mean	%
Organizing Content Knowledge for Student Learning							
A1	Becoming familiar with relevant aspects of students' background knowledge and experiences	3.55	58	3.41	59	3.57	58
A2	Articulating clear learning goals for the lesson that are appropriate for the students	4.28	87	4.16	85	4.29	87
A3	Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future	3.93	74	3.78	66	3.96	75
A4	Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson	4.29	87	4.32	88	4.29	87
A5	Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson	4.06	80	4.02	80	4.06	80
Creating an Environment for Student Learning							
B1	Creating a climate that promotes fairness	4.47	89	4.33	84	4.48	90
B2	Establishing and maintaining rapport with students	4.22	84	4.08	81	4.24	85
B3	Communicating challenging learning expectations to each student	3.95	74	3.97	72	3.95	75
B4	Establishing and maintaining consistent standards of classroom behavior	4.58	94	4.40	87	4.61	95
B5	Making the physical environment as safe and conducive to learning as possible	4.45	91	4.33	85	4.47	91
Teaching for Student Learning							
C1	Making learning goals and instructional procedures clear to students	4.25	85	4.25	85	4.24	85
C2	Making content comprehensible to students	4.54	95	4.52	94	4.54	95
C3	Encouraging students to extend their thinking	4.12	80	4.02	75	4.13	81
C4	Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands	4.05	82	3.85	78	4.08	82
C5	Using instructional time effectively	4.20	86	4.18	85	4.21	87
Teacher Professionalism							
D1	Reflecting on the extent to which the learning goals were met	3.92	73	3.73	65	3.94	74
D2	Demonstrating a sense of efficacy	3.69	66	3.67	65	3.69	66
D3	Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students	3.81	68	3.84	69	3.80	68
D4	Communicating with parents or guardians about student learning	4.16	82	4.15	83	4.17	81

Table 6
Mean Importance Ratings and Percent Responding Very Important or Extremely Important by Geographic Region

		Total		Northeast		Central		South		Far West	
	Aspects	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%
Organizing Content Knowledge for Student Learning											
A1	Becoming familiar with relevant aspects of students' background knowledge and experiences	3.55	58	3.66	63	3.52	57	3.55	58	3.47	56
A2	Articulating clear learning goals for the lesson that are appropriate for the students	4.28	87	4.28	89	4.25	85	4.28	88	4.32	86
A3	Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future	3.93	74	3.84	73	4.00	76	4.04	77	3.82	71
A4	Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson	4.29	87	4.21	86	4.26	85	4.42	90	4.23	86
A5	Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson	4.06	80	3.91	74	4.06	78	4.19	87	4.06	81
Creating an Environment for Student Learning											
B1	Creating a climate that promotes fairness	4.47	89	4.43	87	4.45	90	4.55	92	4.42	87
B2	Establishing and maintaining rapport with students	4.22	84	4.18	84	4.18	83	4.24	86	4.27	85
B3	Communicating challenging learning expectations to each student	3.95	74	3.83	72	4.04	76	4.00	78	3.89	70
B4	Establishing and maintaining consistent standards of classroom behavior	4.58	94	4.47	94	4.61	95	4.63	95	4.64	94
B5	Making the physical environment as safe and conducive to learning as possible	4.45	91	4.39	89	4.42	89	4.49	92	4.51	92
Teaching for Student Learning											
C1	Making learning goals and instructional procedures clear to students	4.25	85	4.16	80	4.27	87	4.35	90	4.22	83
C2	Making content comprehensible to students	4.54	95	4.48	97	4.52	94	4.61	95	4.55	96
C3	Encouraging students to extend their thinking	4.12	80	4.09	79	4.11	80	4.19	82	4.09	78
C4	Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands	4.05	82	3.97	78	3.97	80	4.05	85	4.23	85
C5	Using instructional time effectively	4.20	86	4.08	85	4.23	86	4.34	91	4.18	85
Teacher Professionalism											
D1	Reflecting on the extent to which the learning goals were met	3.92	73	3.96	73	3.90	72	3.95	76	3.89	72
D2	Demonstrating a sense of efficacy	3.69	66	3.58	59	3.73	70	3.78	70	3.64	63
D3	Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students	3.81	68	3.65	64	3.93	73	3.82	71	3.78	64
D4	Communicating with parents or guardians about student learning	4.16	82	4.15	81	4.25	85	4.18	83	4.13	80

Table 7
Mean Importance Ratings and Percent Responding Very Important or Extremely Important
by School District Location

	Aspects	Total		Urban		Suburban		Rural	
		Mean	%	Mean	%	Mean	%	Mean	%
Organizing Content Knowledge for Student Learning									
A1	Becoming familiar with relevant aspects of students' background knowledge and experiences	3.55	58	3.58	62	3.54	55	3.55	59
A2	Articulating clear learning goals for the lesson that are appropriate for the students	4.28	87	4.26	85	4.32	87	4.24	87
A3	Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future	3.93	74	3.93	73	3.86	71	4.00	78
A4	Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson	4.29	87	4.31	87	4.26	87	4.30	87
A5	Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson	4.06	80	4.09	79	4.03	79	4.06	80
Creating an Environment for Student Learning									
B1	Creating a climate that promotes fairness	4.47	89	4.40	89	4.48	89	4.49	90
B2	Establishing and maintaining rapport with students	4.22	84	4.11	80	4.19	83	4.31	88
B3	Communicating challenging learning expectations to each student	3.95	74	3.91	74	3.84	70	4.07	78
B4	Establishing and maintaining consistent standards of classroom behavior	4.58	94	4.54	93	4.61	95	4.59	94
B5	Making the physical environment as safe and conducive to learning as possible	4.45	91	4.37	86	4.48	91	4.49	93
Teaching for Student Learning									
C1	Making learning goals and instructional procedures clear to students	4.25	85	4.25	84	4.26	85	4.21	85
C2	Making content comprehensible to students	4.54	95	4.57	96	4.52	94	4.53	96
C3	Encouraging students to extend their thinking	4.12	80	4.09	79	4.05	78	4.19	82
C4	Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands	4.05	82	4.15	83	3.93	78	4.09	84
C5	Using instructional time effectively	4.20	86	4.25	88	4.11	83	4.26	89
Teacher Professionalism									
D1	Reflecting on the extent to which the learning goals were met	3.92	73	3.96	75	3.91	71	3.88	72
D2	Demonstrating a sense of efficacy	3.69	66	3.73	66	3.66	64	3.70	68
D3	Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students	3.81	68	3.83	65	3.76	69	3.87	70
D4	Communicating with parents or guardians about student learning	4.16	82	4.16	76	4.12	81	4.22	85

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Table 8
Mean Importance Ratings and Percent Responding Very Important or Extremely Important
by Subject Matter Taught

Aspects	Total		All or Most Subjects		Health/Phys Education		Language Arts		Math		Sciences		Social Sciences		Special Education		Visual Arts, Music, Dance	
	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%
Organizing Content Knowledge for Student Learning																		
A1 Becoming familiar with relevant aspects of students' background knowledge and experiences	3.55	58	3.64	64	3.61	65	3.46	58	3.39	54	3.35	41	3.18	45	3.97	72	3.63	59
A2 Articulating clear learning goals for the lesson that are appropriate for the students	4.28	87	4.31	85	4.26	84	4.40	94	4.11	76	4.43	94	4.13	83	4.07	81	4.34	93
A3 Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future	3.93	74	3.95	76	3.97	65	3.99	74	3.93	74	3.96	76	3.73	65	3.98	72	4.07	80
A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson	4.29	87	4.39	92	4.19	84	4.41	90	3.96	74	4.31	88	3.95	75	4.38	90	4.29	85
A5 Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson	4.06	80	4.03	78	4.03	74	4.14	81	3.80	74	4.06	88	3.88	73	4.33	84	3.95	78
Creating an Environment for Student Learning																		
B1 Creating a climate that promotes fairness	4.47	89	4.49	89	4.16	81	4.47	91	4.46	93	4.63	96	4.30	80	4.40	88	4.49	93
B2 Establishing and maintaining rapport with students	4.22	84	4.41	90	4.29	90	4.05	84	4.04	77	4.08	76	3.98	73	4.38	90	4.15	78
B3 Communicating challenging learning expectations to each student	3.95	74	3.98	76	4.00	74	4.04	78	3.66	63	3.71	67	3.60	55	4.19	84	4.02	73
B4 Establishing and maintaining consistent standards of classroom behavior	4.58	94	4.60	96	4.61	97	4.51	94	4.59	94	4.68	96	4.60	93	4.64	97	4.44	95
B5 Making the physical environment as safe and conducive to learning as possible	4.45	91	4.55	94	4.45	94	4.37	88	4.31	86	4.54	92	4.40	88	4.59	95	4.37	88
Teaching for Student Learning																		
C1 Making learning goals and instructional procedures clear to students	4.25	85	4.27	82	4.00	71	4.43	93	3.93	70	4.42	92	4.08	75	4.31	88	4.25	95
C2 Making content comprehensible to students	4.54	95	4.48	96	4.39	87	4.60	96	4.63	97	4.56	96	4.18	82	4.66	98	4.45	98
C3 Encouraging students to extend their thinking	4.12	80	4.10	80	4.06	84	4.25	84	3.99	79	4.08	74	3.88	65	4.17	81	4.25	80
C4 Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands	4.05	82	4.17	86	4.13	81	3.91	79	3.75	76	4.02	84	3.55	55	4.47	93	4.00	80
C5 Using instructional time effectively	4.20	86	4.17	83	4.32	90	4.17	85	4.14	85	4.32	86	3.98	78	4.33	89	4.20	90

Aspects		Total		All or Most Subjects		Health/Phys Education		Language Arts		Math		Sciences		Social Sciences		Special Education		Visual Arts, Music, Dance	
		Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%
Teacher Professionalism																			
D1	Reflecting on the extent to which the learning goals were met	3.92	73	4.02	77	3.97	70	3.88	75	3.84	73	3.96	73	3.55	58	3.86	68	3.88	73
D2	Demonstrating a sense of efficacy	3.69	66	3.76	69	3.67	57	3.60	65	3.52	61	3.76	65	3.43	50	3.75	70	3.82	69
D3	Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students	3.81	68	3.92	72	3.90	80	3.84	68	3.74	69	3.88	75	3.43	45	3.72	69	4.05	75
D4	Communicating with parents or guardians about student learning	4.16	82	4.42	90	4.20	87	4.15	81	4.00	70	4.06	76	3.88	70	4.29	90	4.30	90

Table 9
Correlations Among Subgroups

	1	2	3	4	5	6	7	8
GRADES CURRENTLY TEACHING								
1. K - 12 (N=35)	---							
2. Elementary School (N=173)	.86	---						
3. Middle School (N=229)	.89	.96	---					
4. High School (N=201)	.84	.91	.96					
GENDER								
1. Female (N=485)	---							
2. Male (N=181)	.95	---						
RACE/ETHNICITY								
1. People of Color (N=60)	---							
2. Majority (N=599)	.87	---						
TEACHING EXPERIENCE								
1. 0 - 5 years (N=87)	---							
2. 6 or more years (N=579)	.95	---						
GEOGRAPHIC LOCATION								
1. Northeast (N=140)	---							
2. Central (N=178)	.93	---						
3. South (N=172)	.94	.98	---					
4. Far West (N=158)	.95	.95	.95					
SCHOOL DISTRICT LOCATION								
1. Urban (N=153)	---							
2. Suburban (N=235)	.97	---						
3. Rural (N=271)	.96	.96	---					
SUBJECT MATTER TAUGHT								
1. All or most school subjects (N=159)	---							
2. Health/physical education (N=31)	.91	---						
3. Language arts/communications (N=81)	.87	.80	---					
4. Mathematics (N=72)	.87	.87	.87	---				
5. Physical/biological/chemical sciences (N=51)	.89	.84	.92	.92	---			
6. Social Sciences (N=40)	.89	.87	.91	.91	.94	---		
7. Special education (N=58)	.82	.81	.74	.72	.70	.76	---	
8. Visual arts/music/theater/dance (N=41)	.91	.83	.94	.90	.91	.89	.68	---

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